DOCUMENT RESUME

ED 444 436 HE 033 195

TITLE	How Service Works. Summary of the W. K. Kellogg Foundation's "Service Works": A Retrospective Evaluation of Higher Education Service Programs.
INSTITUTION	Kellogg Foundation, Battle Creek, MI.
PUB DATE	2000-00-00
NOTE	19p.; The evaluation team was composed of Cynthis Koch, Mark Lelle, Robert Long, and Michael Van Buren. Consultants were Stephen Gill and Linda Helstowski.
AVAILABLE FROM	W. K. Kellogg Foundation, One Michigan Avenue East, Battle Creek, MI 49017-4058. Tel: 616-968-1611; Fax: 616-968-0413. For full text: http://www.wkkf.org.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Citizenship Education; College Students; Community Services; Foreign Countries; *Grants; Higher Education; Philanthropic Foundations; Program Evaluation; School Community Relationship; *Service Learning; Undergraduate Study
IDENTIFIERS	Kellogg Foundation

ABSTRACT

Service learning is an undergraduate education strategy found across four program areas funded by the W. K. Kellogg Foundation (WKKF). This cross-foundation, retrospective evaluation examines 35 projects of $100,000 or more funded between 1985-95. Study information was based on qualitative data and approaches, with the majority of project activities and results self-reported by grantees. Written surveys and review of annual progress reports submitted by grantees were augmented by follow-up telephone inquiries and e-mails. Four international projects are included in the evaluations. Most projects used approaches involving classroom learning, community service, and reflection on service within the context of coursework. The report notes that overall about 90 percent of WKKF-funded service learning efforts continued beyond the life of the grant. Projects leveraged over $14 million in additional support and in-kind contributions. Service learning was implemented successfully in a wide range of higher education institutions nationwide, often becoming an integral part of, and sometimes the catalyst for, revision of curricula and development of new programs. Service learning projects were seen to meet students' needs for relevance and application, as well as a range of community needs. Findings support service learning as a powerful educational tool that can help develop students' leadership skills and sense of civic responsibility. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 444 436

W.K. KELLOGG FOUNDATION

How Service

Summary of the W.K. Kellogg Foundation's "Service Works:" A Retrospective Evaluation of Higher Education Service Programs

Evaluation Team
Cynthia Koch
Mark Lelle
Robert Long
Michael VanBuren

Stephen Gill, *Consultant*
Linda Helstowski, *Consultant*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K Lahr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

2

BEST COPY AVAILABLE

HE031195

Purpose and Overview

"Service" is becoming an essential part of the higher education experience for more and more students around the country. The number of service-related programs on campuses has grown dramatically since the early 1980s. Philantropy has been an important source of support for innovations in the use of service as an intentional component of successful student development strategies. The Kauffman, Johnson, Surdna, Lilly, and Kellogg foundations, among others, are playing critical roles in leading and funding efforts to integrate service into the curricula, to provide more opportunities for faculty and students to participate in service experiences, and to strengthen institutional support for service programs. The W.K. Kellogg Foundation (WKKF) has been at the front of this effort from the beginning, both supporting the development of higher education-based service programs and integrating service into all areas of the foundation's interests.

As a result of a longstanding commitment to service and education, service learning has emerged as a grant-making strategy in undergraduate education across all four program areas of the Kellogg Foundation: Youth and Education/Higher Education, Philanthropy and Volunteerism, Health, and Food Systems and Rural Development. Efforts to capture the impact and learning from this work resulted in a cross-foundation, retrospective evaluation of 35 projects, of $100,000 or more, focused on undergraduate education and funded over a ten-year period (1985-1995).

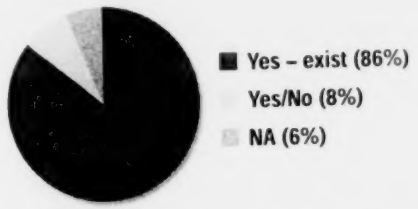
Method

For purposes of this evaluation, service learning was defined as a strategy for engaging youth in their own development as they contributed to the positive development of the communities in which they live. Most of the projects selected for the study used a service-learning approach that involved classroom learning, service in the community, and reflection on service within the context of coursework. The study included design and implementation phases, each coordinated by an outside evaluation consultant and an internal team of foundation staff. The information is largely based on qualitative data and approaches, with the majority of project activities and results self-reported by grantees. In some cases, information is based on grantee estimates. Two key methods – review of annual project progress reports submitted by grantees and a written survey – were augmented by follow-up telephone inquiries and e-mail correspondence.

BEST COPY AVAILABLE

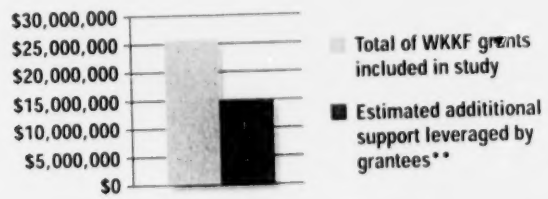
Summary of Results

The study paints an impressive picture of broad and sustained results at the individual, institutional and community levels. More than 90 percent of the service-learning efforts originally funded with WKKF grant money have continued beyond the life of the grant.



(Eight percent of the projects reported spin-off activities that were a direct result of, but different from, the activities funded by the grants.)

The projects have leveraged more than $14 million in additional support and in-kind contributions. In real terms, this figure is conservative. It does not include overhead estimates – the operational costs typically not funded through grants – nor does it consider the economic value of over one million student service hours performed in at-risk communities.



(In addition to the individual campus-based projects considered within this project, two related national service-learning projects with Campus Compact and the Campus Opportunity Outreach League leveraged more than $8 million.)

Moreover, service-learning efforts were successfully implemented in a wide range of institutions of higher education across the country – from Research I institutions, to small liberal arts colleges, to historically black colleges and universities. Many institutions have shown innovation and creativity in efforts to engage students and communities in a broad array of service-related activities – activities that often went beyond the original scope of the project.

The generalized results, therefore, are compelling; especially as they relate to areas of national interest in higher education, such as career exploration and workforce training, increased awareness of diversity, faculty roles and rewards, funding and sustainability, academic rigor, faculty-administration relations, and community impact.

Results at the Individual Level

- Service-learning projects meet students' needs for relevance and application, and are helping to answer the "leadership for what?" question by engaging them in real actions in communities.
- Service-learning projects focused on minority leadership help students see the contribution service makes to their own development and the communities they serve.
- Service learning provides opportunities to increase multicultural understanding among students and within the community sites in which they serve.
- Service experiences influence the choices students make in careers, employment opportunities, and workplace skills.
- Creation of volunteer groups, task forces, and interest groups have helped to forward service learning and engage students, faculty, and staff.
- Opportunities for faculty development and research are leading to models of interdisciplinarity.
- New faculty rewards help to support and integrate service learning within institutions.
- Institutional commitment to service learning is demonstrated by the increased number of professionals employed to focus on service.

Results at the Institutional Level

- Institutions are modifying existing courses, creating new courses, and/or developing new programs that include service.
- Emphasis on service and faculty leadership helps create interdisciplinary focus, develop new relationships, and integrate curricula.
- Service is being institutionalized through the creation of new centers, institutions, and clinics.
- Institutional policies, practices and mission statements reflect the impact and importance of service.
- Institutions are initiating service-related opportunities to reach undergraduates through scholarships and within living settings.
- Funding for service has broadened beyond grants to include capital campaigns, in-kind institutional support, and government sources.
- Off-site institutions and programs play a role in supporting service through leadership training.
- Service, integrated within established programs, leads to spin-off activities.

Results at the Community Level and Beyond

- Service-learning projects employ a range of strategies – mentoring, tutoring, counseling, leadership training and extra-curricular activities – to a range of groups and issues, such as at-risk youth, homeless, elderly, the environment, etc.
- Partnerships and relationships with communities serve as important groundwork for the future.
- Service-learning efforts receive national and local recognition and serve as models.
- International work integrates service learning, often beyond the original project scope.

Results at the Individual Level

Service-learning projects meet students' needs for relevance and application, and are helping to answer the "leadership for what?" question by engaging them in real actions in communities.

For example:

- Most students involved in Ball State University's Excellence in Leadership Program concurred that the service and mentor group projects provided practical experiences where they could test what they were learning. Participants indicated a deeper commitment to service, and a better understanding of the ethical and moral responsibilities of leaders.
- Due to the Leadership Initiative of the College of Saint Benedict, evaluation findings indicate there was an increase in students, faculty and staff who have learned about or changed their view of leadership. Students were more articulate about leadership due to their involvement. Senior participants indicated that they believe that true leadership consists of leading by example and modeling one's values.
- At Alma College, evaluation results indicate that participants made gains on several cognitive dimensions, pro-social reasoning, and ego identity. A high percentage of students surveyed reported that their service-learning experience was one in which "a student could make a difference and be of real help to others."

Service-learning projects focused on minority leadership help students see the contribution service makes to their own development and to the communities they serve.

For example:

- At the University of Kansas, the Male Leadership Academy prepares African-American men and boys for creative and effective leadership as role models in African-American communities. Over 100,000 estimated total hours of service have been provided by undergraduate students who serve as Academy mentors or volunteers for youth in grades 9 through 12.
- Project Keep Hope Alive is a mentoring/education/leadership-development program at Texas A&M University through Commerce for African-American boys in grades 1 through 6 in the Commerce Independent School District. Service efforts have helped to increase state test scores through the Texas Assessment of Academic Skills (TAAS) for Reading and Mathematics by an average of 22 percent from 1998-1999 among African-American students in the district.
- Through the Strengthening the Pathways to Indian Nurse Leadership project, students enrolled in Salish Kootenai College's Associate and Bachelor Degree of Nursing Programs (about 2 out of 3 are American Indian) are involved in service efforts; the vast majority (about 70 percent) of community members reached are American Indian. For example, the BSN students develop community-based projects in their home reservation communities.
- At St. Edward's University, the Community Mentor Program was implemented as a dropout prevention program for university students from low-income migrant families and at-risk Austin area elementary school children. Both the mentors and their assigned students made academic progress. Nearly 400 undergraduates (95 percent Hispanic, 81 percent from families of migrant or seasonal farm workers) have been involved, providing an estimated 215,000 hours of service to over 3,400 students (grades K through 5, all considered at risk; 80 percent Hispanic, 10 percent African-American and others).

Service learning provides opportunities to increase multicultural understanding among students and within the community sites in which they serve.

For example:

- At California State University-Los Angeles, courses leading to a 24-unit (six courses) Credit Certification Program in Intercultural Proficiency have been developed and offered beginning in summer of 1997. This includes the course, ICP 495 Practicum: Serving Diverse Communities. Additionally, a lower-division general education diversity course (ICP 285) that includes a service element has been developed for submittal to the University General Education Committee for review. Approval of this course will make it one of several courses to meet the diversity course required for all graduates.

- The Community Interpreter Project (CIP) developed by Hunter College's (City University of New York) Center for the Study of Family Policy focused on students who provide medical interpretation in New York City. The students worked at six public hospitals, 13 Child Health Clinics and three Maternal Infant Care (MIC) sites, all settings whose population was immigrant, poor and/or minority individuals and families. A total of 289 students (1992-1998) participated, providing approximately 15,000 hours of service and serving an estimated 12,000+ patients. Some students became role models for site staff and helped change negative attitudes as staff observed their respectful interaction with non-English-speaking patients who have, at times, reported being treated poorly.
- Thanks to their involvement with the Emerging Majority Leadership Training Program at the University of California-Santa Cruz, most participants said they gained a broader understanding of their community and the meaning of community. Sixty-six percent of the cohort, which involved a majority of Chicano/Latino students, felt they were helping their community placement site accept and build on diverse leadership.

Service experiences influence the choices students make in careers, employment opportunities, and workplace skills.

For example:

- Wayne State University's Service Agency Administration Program serves the nonprofit community by producing graduates who go on to achieve positions at nonprofit organizations. For instance, one graduate became Special Projects Assistant with the Detroit City Council Youth Advisory Commission, and another the Director of the Michigan Super Hub Into the Streets Program.
- An unanticipated outcome at the College of Saint Benedict has been the development of the Student Employment Leadership Team whose purpose is to embed leadership development into all of the work study jobs on campus. This has involved over 1500 students and 300 supervisors.
- The clinical experiences (in an infirmary established within a central D.C. homeless shelter) of nursing students at Howard University have influenced some graduates of the University's College of Nursing to work with under-served populations, such as those represented at Washington, D.C.'s city hospital.

Creation of volunteer groups, task forces, and interest groups have helped to forward service learning and engage students, faculty, and staff.

For example:

- An unanticipated outcome at Alma College was the strong student volunteer group (SOS) that developed and continues to thrive on campus, with a membership of about 100 students who are placed in community services sites by

volunteer student coordinators. The 1999 SOS student leader won the College's highest student award at graduation and the highest Michigan Campus Compact College Level Award.

- The Campus/Community Volunteers in Copper Country Schools (CIVICCS) was established by the Michigan Tech University (MTU) Groundwater Education in Michigan (GEM) Regional Center in 1994. Since then, more than 300 Michigan Tech students have served as CIVICCS volunteers – delivering classroom presentations, conducting water festivals, assisting with family science nights, and leading environmental education field trips that have reached more than 7,000 students and parents. This program is continuing with more than $87,000 garnered in additional grants from other sources.
- During 1997-98, Marian College's Franciscan Values Task Force (including faculty, staff, and students) assessed how and to what degree the values of the College (dignity of the individual, responsible stewardship, reconciliation, and justice with peace) were expressed in the intellectual, social, and civic aspects of college life. This resulted in a plan to strengthen the expression of the values within the College and through community outreach and civic work.

Opportunities for faculty development and research are leading to models of interdisciplinarity.

For example:

- At the University of Northern Iowa, nearly 20 faculty from 10 departments have come together through a student and faculty development initiative, S.E.R.V.E. (Service, Ethical Reflection, Vocal Exploration), to study the significance of the nonprofit sector, service-learning pedagogy, and related ethical issues. The close-knit group resulting from the self-study, which was originally intended to last two years, is entering its fourth year and has produced three new service-learning courses and two courses with service-learning options which will become permanent additions to the UNI course catalog.
- At Prairie View A&M University, faculty research activities have not only contributed to improved teaching/learning activities for baccalaureate degree students, but also to additional community service projects and initiatives. Specifically, faculty have been engaged in enhanced professional activities via funded initiatives, including: $629,015 from the U.S. Department of Health and Human Services; $406,687 from the Department of Education Fund for the Improvement of Post Secondary Education; and $600,000 from the Office of Minority Health.
- The Southern Food Systems Education Consortium (SOFSEC), coordinated by Tuskegee University, is a strategic partnership of faculty, staff, and administrators at six historically black land-grant institutions aimed at positively affecting the Black Belt region of the southern states. A direct outcome included, for example, Alcorn State University's work to revise undergraduate agricultural curricular requirements to mandate that all majors obtain at least one semester (three credit hours) of organized voluntary work experience in the community.

New faculty rewards help to support and integrate service learning within institutions.

For example:

- In January 1998, the Community-Based Research Circle was established at Metropolitan State University, with faculty and staff from at least nine academic departments and administrative units participating. In the 1997-98 academic year, a total of 12 faculty came up for tenure at Metro State, four of whom had incorporated community-based research and/or service as central to their professional development plans (three received tenure).
- The Excellence in Leadership Teaching Award, institutionalized by Ball State University (totaling more than $50,000 in-kind support to-date), has included Physiology and Health Science, Architecture, Journalism, Telecommunications, Physical Education, Philosophy, Speech Communications, Modern Languages and Classics, and English. Most of the awards include a service component, such as the Speech Communications course which has become a requirement for departmental majors.
- Fort Valley State University, part of the Southern Food Systems Education Consortium (SOFSEC) of six Historically Black Colleges and Universities (HBCUs), coordinated by Tuskegee University, is developing faculty reward systems for teaching, research, and service (involving about 235 professors and administrators).

Institutional commitment to service learning is demonstrated by the increased number of professionals employed to focus on service.

For example:

- A full-time Service Learning Director was added to the staff at the State University of New York (SUNY) at Oneonta to increase the number of faculty integrating service learning into their coursework and to provide faculty with a higher level of support.
- Metropolitan State University honored its commitment to fund the faculty coordinator for community partnerships and provided grant development support that has resulted in a fiscal year center budget of approximately $191,000 – an increase of nearly three times the resources prior to funding by WKKF for community partnerships.
- At Kentucky Wesleyan College, the Community Service component of "Leadership KWC" continued to grow throughout the project. This was exemplified by adding a staff position, Director of Community Service.

Results at the Institutional Level

Institutions are modifying existing courses, creating new courses, and/or developing new programs that include service.

For example:

- From 1995 to 1999, the number of new and/or modified service-learning courses increased nearly 90 percent (from six to about 45) at the University of Detroit-Mercy. The number of students participating in service-learning courses increased more than 90 percent, from 70 to about 1,000 per year (at least 30 percent minority).
- The number of service-learning courses offered at the College of Saint Benedict increased by about 90 percent over a six-year period. In 1993 typically just one service-learning course was offered per semester; in 1999-2000 at least 19 courses were anticipated.
- A total of 29 courses were approved by the Alma College Service-Learning Task Force during the project period (1991-1994). The number of courses has increased to over 40. About 2500 students have been involved, serving the community in a variety of areas ranging from hunger to homelessness to the environment. For example, three Spring 1999 courses included coordinating service-learning activities related to Pine River remediation, one each in English, Geology, and Political Science.
- Service-related courses offered at the State University of New York (SUNY) College at Oneonta increased 43 percent from 1996 to 1998 (30 service-related courses were offered during 1997-98). A total of 1265 students enrolled in these courses during Spring and Fall 1998, representing nearly 25 percent of SUNY's student population.

Emphasis on service and faculty leadership helps create interdisciplinary focus, develop new relationships and integrate curricula.

For example:

- Service learning is a focus of a required interdisciplinary "Community and Leadership" class for freshmen students at Doane College. To date, more than 975 students have enrolled. Each student volunteers at least eight hours in such activities as tutoring community people in English as a second language, cleaning up city parks, visiting the elderly, and sorting food for a food pantry.
- A key goal at Marian College has been the integration of service learning across departments. New and modified service-learning courses have been developed; 12 have been implemented since 1998. The Departments of English, Chemistry, Education, Business, Religion, Theater, Health and Nutrition, and Psychology have been included. Nearly one-third of the College's 1,100 students have participated.

- At Western Michigan University, a new community-development specialization has been launched in the School of Social Work, incorporating into its curriculum a more explicit focus on community practice and more emphasis toward the assets-based approach to families and neighborhoods. Two new community-development courses were designed, approved, and offered beginning in 1998-99. The discipline was expanded beyond Social Work to include areas such as Education and Public Administration.

Service is being institutionalized through the creation of new centers, institutes, and clinics.

For example:

- The Center for Social Responsibility and Community has been established at the State University of New York (SUNY) at Oneonta – helping to embed service into the fabric of the campus.
- The Leadership Development Institute has been established at the University of Detroit-Mercy with three major areas: Service Learning, the Leadership in Service Program, and the student-run Volunteer Center.
- Toward institutionalizing community partnership programs at Metropolitan State University, the University created the Center for Community-Based Learning as a new unit within its academic affairs division.
- The Nurse Managed Clinic at Prairie View A&M University has been established to provide health services to underserved community members.

Institutional policies, practices and mission statements reflect the impact and importance of service.

For example:

- Service and technology are highlighted in the revised mission statement of the State University of New York (SUNY) College at Oneonta. Students will begin receiving a "record of service" documentation with their transcripts. Automation will assure the information is readily available to students who are entering the job market or applying to other schools.
- The College of Saint Benedict's and Saint John University's new Coordinate Mission and Vision now include leadership and service, as do their learning goals for undergraduates.
- The most recent five-year plan adopted by the Alma College Board of Trustees in May 1999 recognizes service learning as one of the college's half-dozen major commitments, with a focus on service related to civic literacy.

- In summer 1997, as part of an effort to integrate student services at St. Edward's University, the Community Mentor Program became part of a new office, "Career Planning and Experiential Learning." Additionally, the University has selected Experiential Learning, including service learning, as one of two "signature initiatives" in its current marketing plan. As a result, a half-time faculty appointment for an Experiential Learning Director was created beginning in May 1999.

Institutions are initiating service-related opportunities to reach undergraduates through scholarships and within living settings.

For example:

- Ball State University intends to fund 25 full four-year scholarships to entering freshman students every year based on their leadership potential and service contributions. The value of each scholarship would be $6000 per year per student ($150,000 total per year).
- Kentucky Wesleyan College launched a new financial aid program in 1996, the Stanley Reed Leadership Awards. The recipients are required to participate in Leadership KWC which includes community-service components. The Awards have entailed about $150,000 a year in support by the College.
- As part of the fall orientation process at Doane College, all incoming freshman and peer advisors serve the community of Crete in a variety of ways, such as helping shut-ins. The activities generally last half a day and help acclimate the students to their new community. In addition, a $1.5 million grant has been pledged for the building of a new residence hall centered around leadership and service learning.
- The State University of New York (SUNY) at Oneonta has collaborated with Residential Life staff to create a Freshman Interest Group (FIG) for service learning based in a dorm quad.

Funding for service has broadened beyond grants to include capital campaigns, endowments, in-kind institutional support, and government sources.

For example:

- Continuation of Ball State University's Excellence in Leadership Program has been ensured through the University's commitment of more than $100,000 in its operating budget each year. The Program has been highlighted as part of the University's Capital Campaign. The goal is to eventually fund the program from the interest on a two-million-dollar endowment.
- The University of Detroit-Mercy is committed to continuing the Leadership Development Institute (LDI). The development of an endowment for LDI is being considered for inclusion in the University's five-year $100 million Capital Campaign.

- External dollars leveraged by the College of Saint Benedict total over $1 million. Furthermore, a $1.25 million leadership endowment has been established for CSB, half of which has already been pledged (and Saint John's University is working on a matching endowment).
- The State of New Jersey has appropriated $50,000 in the FY 2000 budget for the New Jersey Institute of Technology's College Leadership New Jersey (CLNJ) Program, underscoring the program's sustainability (CLNJ is working to secure such a state budget allocation on a continuing basis).
- Over $2 million in additional support has been obtained by St. Edward's University to sustain the Community Mentor Program reaching minority undergraduates and at-risk elementary students. This included awards from the Office of the Governor ($254,000+) and the City of Austin and Travis County ($30,000), among others.

Off-site institutions and programs play a role in supporting service through leadership training.

For example:

- College Leadership New Jersey, a statewide collaborative program of the New Jersey Institute of Technology, has involved 350 students from 23 colleges and universities (nearly half are minorities) in a "week of residence" for training in leadership and community service and policy analysis. Students then complete an individually designed, 30-hour community-service project on their home campuses. The program seeks to demonstrate new and effective ways to develop leadership in service to the community, which can then be adapted by participating institutions.
- The Robert Greenleaf Center's interactive and reflective program, "Introduction to Servant Leadership," has included hosting over 150 workshop programs and involving 2000+ undergraduates from across the country. Follow-up reports from participants indicate, for example, the implementation of servant-leadership courses and students being more mindful about leadership as service. More than $1 million in additional funding has been leveraged to continue this work.
- The National Education for Women's (NEW) Leadership program based at Rutgers University has involved over 40 colleges and universities nationally, with more than one-third of participants being women of color. The centerpiece is a series of Summer Leadership Institutes (10 to 11 days each) based on the premise that one learns leadership by doing leadership. Participating institutions sent a total of 102 students and 52 advisors to the program – who then returned to their home campuses to carry out projects intended to build public leadership skills and introduce leadership education to the campus or community.

Service, integrated within established programs, leads to spin-off activities.

For example:

- As a spin-off in 1997 at Kansas State University, the Community Service Program initiated America Reads which places KSU students in area schools. This includes more than $20,000 leveraged (federal work study stipends), with 41 students providing 3,700 hours of service reaching many minority and at-risk children.
- By connecting to the national service movement, State University of New York (SUNY) at Oneonta has provided a further opportunity for students to consider the role of service in their lives and in the life of a community and the country. The project receives New York State Commission for National and Community Service funding and will expand to 60 AmeriCorps members in at least 15 sites (primarily in rural schools) to address issues surrounding school success.

Results at the Community Level and Beyond

Service-learning projects employ a range of strategies – mentoring, tutoring, counseling, leadership training and extracurricular activities – to a range of groups and issues, such as at-risk youth, homeless, elderly, the environment, etc. Agencies served are varied, such as hospitals, hospices, rehabilitation centers, business- and community-development agencies, juvenile court services, residential facilities for youth, day-care centers, youth centers, boys and girls clubs, YMCAs, and Head Start.

For example:

- A key service activity of the College of Saint Benedict has been the Courageous Kids program, created in 1997 via a collaboration with a local elementary school to reach at-risk children in grades 4 through 6 – to build self-esteem and encourage thinking beyond self to serve the commons. During the 1998-99 academic year, about 50 student volunteers have provided nearly 700 hours of volunteer time to reach over 200 children (20 percent minority).
- The infirmary established within a central D.C. homeless shelter by Howard University cared for 613 homeless clients (estimated 90 percent African-American) during the project period. Admissions to the infirmary increased over 400 percent from 1989 to 1990 (from 6 to 284 clients). During the project, 334 nursing students gained experience at the infirmary; 88 percent were females and the majority were undergraduate students (70 percent).

- At Marian College, several departments have implemented varied activities: English (working with children in the inner city); Chemistry (water testing and monitoring); Education (developing parents as leaders in inner-city schools); Business (work at the Holy Family Shelter on family transitions and budgeting); Religion (building a better understanding of homeless people and their needs); Theater (inner-city creative drama); Health and Nutrition (activities at Holy Family Shelter and Gleaners); and Psychology (now in development: work at a domestic crisis shelter).
- "Kansas Summer Teams" have been implemented as part of Kansas State University's Community Service Program (CSP) of the Center for Rural Initiatives (KCRI). To date, 12 consecutive groups of teams have been placed in 60 different Kansas communities hosting 79 team projects. This has involved over 325 students to date and 105,280 total hours of service. The KCRI is currently developing a proposal for a Leadership and Community Service secondary major.

Partnerships and relationships with communities serve as important groundwork for the future.

For example:

- The Wisconsin Food System Partnership of the University of Wisconsin provides support to community-university partners for action-oriented projects that involve teaching, service and research. This includes Community Scholars, a three-year program of coursework and community involvement that promotes partnerships among undergraduate students, faculty, and staff and community-based organizations; and creates opportunities for experiential learning about food-system issues. More than 14,000 hours of service by students is estimated to date.
- At Metropolitan State, the deepest community impact was achieved through the variety of programs established with groups in the University's immediate neighborhood. This led to establishment of the Dayton's Bluff Urban Partnership and an extensive series of relationships with the public schools, and neighborhood and community development organizations that have achieved national recognition. Over $500,000 in additional support has been leveraged to support this work.
- At Western Michigan University, a major accomplishment has been building a bridge between the neighborhoods and the university. The Community Training Association Project (C-TAP) has taught people at the university and in the neighborhoods to see each other in new ways as they have worked together on a long-term project of mutual benefit and with a lasting impact on social work training. Additionally, the neighborhood associations have strengthened and expanded their programs as a result (e.g., foster care advocacy, HIV education, housing rehabilitation, neighborhood cleanups, tutoring).

- Families and Youth 2000 is a community-based collaborative, coordinated by the Pittsburgh Pastoral Institute (PPI), focusing on the well-being of African-American families and youth. As part of the collaborative, participating churches established programming that involved college students, including college mentors for the Christian Life Skills Young Adult Leadership Training; and Christian Life Skills formed a linkage to provide training to summer college interns by jointly developing a summer curriculum.

Service learning efforts receive national and local recognition and serve as models.

For example:

- The project director at Howard University was invited to be a member of President Clinton's Transition Team focusing on Health Care Reform, and served as a member of a study panel of Senator Rockefeller's Alliance for Health Care Reform (served as background for the legislation, Senate Bill 1315, the Primary Care Workplace Act of 1993).
- In February 1997, Ball State University's Excellence in Leadership Program was recognized by the National Association of Student Personnel Administrators (NASPA) IV-East Region as the Innovative Program of the Year. In Fall 1997, the Program was named by NASPA as one of the top six Student Affairs exemplary programs in the country (the only leadership program selected).
- The Families and Youth 2000 project of the Pittsburgh Pastoral Institute has assisted in establishing the Faith and Health Consortium of Pittsburgh, one of five sites nationally selected to be affiliated with the Carter Center in Atlanta, Georgia, on the campus of Emory University.
- The San Juan College (SJC) Volunteer Center serves as a clearinghouse for volunteer activity in San Juan County, including sections of the Navajo Nation. The academic component links students and faculty to curriculum based service-learning opportunities. Merits of the initiative have been recognized statewide as SJC is taking the lead in forming a New Mexico Service-Learning Consortium. Also, SJC serves as a host site for one of nine (K-16) Service-Learning Resource Centers in New Mexico, that as a whole are becoming a national model.
- The Jefferson Hospital Prenatal Center, an outcome of project collaboration of the Medical College of Georgia's Rural Health Outreach Program, was awarded the 1994 Georgia Rural Health Program of the Year; and the Healthy Mothers, Healthy Babies Coalition of Georgia's 1995 Award for Outstanding Service to Georgia's Women and Children. The School of Nursing is using the program today as an arena for faculty practice activities.
- The College Leadership New Jersey Program of the New Jersey Institute of Technology has served as a model and been adopted in the state of Florida. The second class of College Leadership Florida was convened in August 1998, and has already involved students from 16 colleges and universities throughout the state.

International work integrates service learning, often beyond the original project scope.

For example:

- Alma College capitalizes on its month-long spring term, when students take only one course and are free to travel. Courses have been offered on the Mexican border, in Honduras (where a Spanish class helped communities rebuild after Hurricane Mitch), in Poland (involving work to rebuild Jewish structures), and in Jamaica.
- The Belgian Ministry of Public Health and the Environment allocated funding to replicate the Rural Health Outreach Program of the University of Virginia Medical Center at two sites (one urban and one mixed urban/rural) in Belgium. Service delivery there began in 1994.
- As a project spin-off, Kansas State University has implemented International Summer Teams. To date, this has included 135 students serving in seven sites abroad hosted by 25 low-income communities; for example, in Mexico, Paraguay, Jordan and India.
- The "Global Health Corps Mission" class is now offered by the University of Northern Iowa as a regular course each semester (50 students to date). International and domestic projects vary in topic and length, including, for example, a two-week project in Mexico, Haiti or Ghana.

Conclusion

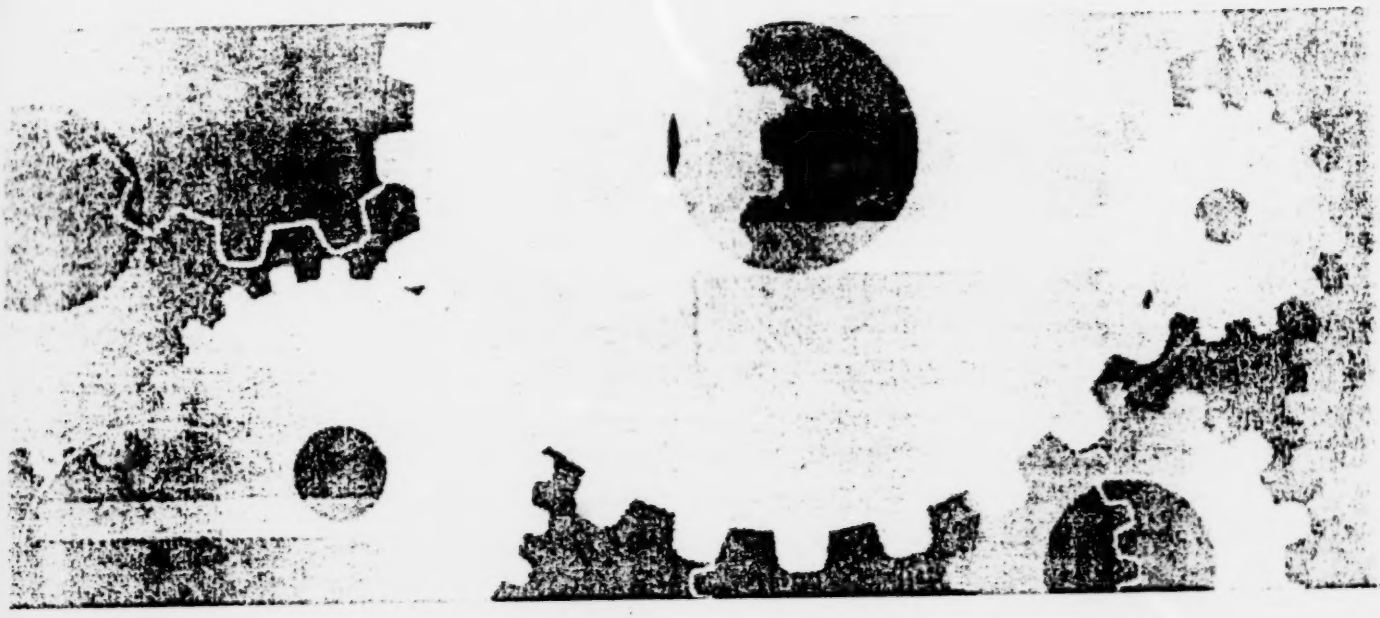
The results of the Service Works Retrospective Evaluation serve to underscore and inform issues related to community impact, funding, cultural awareness, faculty involvement, and many other topics of keen interest to our nation's colleges and universities and to the communities they serve.

The study shows that service-learning programs can play a significant role in promoting engaged higher education institutions and in strengthening their capacity for future work. For example, findings indicate that service learning has been an integral part of – and in some cases the catalyst for – the revision of curricula and development of new programs. Service-learning projects are meeting students' need for relevance and application, and are helping to answer the "leadership for what?" question. Service-learning projects are also meeting a range of community needs. Perhaps most important, the findings support the role of service learning as a powerful educational tool that can help develop students' leadership skills and sense of civic responsibility.

BEST COPY AVAILABLE

W.K.KELLOGG
FOUNDATION

One Michigan
Avenue East
Battle Creek, MI
49017-4058
USA
616-968-1611
TDD on site
Telex: 4953028
Facsimile: 616-968-0413
Internet: http://www.wkkf.org



BEST COPY AVAILABLE

Job #PV3659
Item #817
0500-2MSTA
Printed on Recycled Paper